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## OUTLOOK NOTES

FOR a complete report of this meeting everyone may be referred to the official proceedings, now in type, and to be issued this year more promptly than ever before.

**THE DEPARTMENT OF SECONDARY EDUCATION AT MILWAUKEE** Only a few salient points will be touched upon here. The sustained interest in the department was abundantly shown by the attendance and the character of those who took part in the various programmes. But the membership of the department this year was almost totally different from that of last year. That is the saddest part of these meetings. It is so hard to shape any fixed policy of development, let alone carry it out, with a constituency more constantly shifting than the waves of the sea. Interest centered this year, as last, about the report of the Committee on College Entrance Requirements. This was a fine meeting, yet not, it must be admitted, so stirring as that of last year. Nor is the reason far to seek. Those present were practically unanimous in accepting and approving the work of the committee, including in this approval the plans for future action. This report has been most unjustly criticised by some persons who betray in their criticisms a total ignorance of the subject they criticise. It has been said that the report was disappointing as compared with the report of the Committee on Rural Schools, for example. So is the Mississippi at its source disappointing as compared with the Potomac at its mouth; therefore, according to these critics, the Potomac is the largest river in America. The Committee on Rural Schools, like the Committee of Fifteen and the Committee of Ten, has spent several thousands of dollars of the association's money, whereas the Committee on College Entrance Requirements has not had as yet a single cent from the association. Moreover, the report was simply a report of progress, and as such could not fail to convince reasonable

and well-informed people of the quite exceptional success that has attended the efforts of the committee to arouse and maintain a widespread interest in the work and to secure expert coöperation in bringing that work to a wise and helpful conclusion. If the N. E. A. treasury is in such a condition that the committee may receive a small appropriation, the final report can probably be presented next year. It would truly be a pity if the work so far accomplished by the committee should not go on to full success for lack of the small sum of money needed. The officers of the department for next year are George B. Aiton, President; Mrs. May Wright Sewall, Vice President; E. G. Cooley, Secretary. In their hands the department is sure to hold what it has and make a substantial advance. It is to be hoped that they may find a way to make the Round Tables truly Round Tables. They are a valuable feature, as they have existed the past two years; but, after all, up to the present they have been really subdepartment meetings. The difficulties in making a real Round Table are, however, not inconsiderable, when all the speakers on a given programme are liable to fail at the last moment, leader included. This actually happened at Milwaukee in the case of the Round Table on the "High School as a Social Factor." Superintendent Dutton undertook the day before the meeting to make a new programme, and succeeded so admirably that it became a fair question whether all programme making might not well be left until the day before.

TEACHING is far more nearly a true profession with secondary teachers than with teachers in the lower grades. High-school and academy teachers are often enlisted for life. **WHAT OF THE NEW YEAR?** They owe, therefore, a higher obligation to their calling than do the volunteers for a year or two. They also owe more to themselves. They can be no greater in their work than they are in their personalities. As they act upon their environment, so it reacts upon them. To them are committed the most priceless of the nation's possessions—those young men and maidens who are not content with the modicum

of knowledge needed by the humblest to win the most modest share of daily bread, but who dare to aspire. Their aspirations are vague and unformed; the secondary teacher has the privilege of shaping them. "Whose superscription is this?" the world may ask of the man or woman, and the answer is, the secondary schools'—not the colleges' nor the universities'. The battle of Waterloo was won on the playground of Eton, said Wellington. He did not say in Oxford or Cambridge. All these things we secondary teachers have known so long that some of us have forgotten them. Old truths need restatement occasionally. Only as secondary teachers are alive to their great opportunity and unusual responsibility in drilling the recruits of culture can they have that vital interest in their work which makes that work joy and privilege instead of deadly drudgery. Then, too, the field of secondary education is full of problems. Let us hope it always will be; for of all things distasteful to a robust American static perfection is the worst. Old problems must be attacked from new standpoints; ways must be found of solving the newest problems; all that is new and helpful must be found and used. Teaching ought to be the last thing in the world to become dull and monotonous. It may become fatiguing, but there is no good reason why it should become uninteresting.